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ABSTRACT

A packet of three speech assessment instruments has been organized to assist classroom teachers in creating instructional programs that provide adequate oral/aural language experiences for their students. The Koziol-Cercone Assessment of Speaking Skills judges student ability to orally communicate the content of a message. The Koziol-Cercone Inventory of Classroom Speaking Experiences (Forms A and B) alerts classroom teachers to instructional strategies that involve students in oral communication experiences. The Koziol-Cercone Survey of Attitudes toward Classroom Speaking Situations (Forms A and B) helps teachers understand student feelings about participating in oral activities. (Included with the survey forms are directions, organizational and scoring keys, and class tally forms.) (RL)

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SPEECH IN THE CLASSROOM

Assessment Instruments

Assessment of Speaking Skills

Inventory of Classroom Speaking Experiences
(Form A and Form B)

Attitude Toward Classroom Speaking Situations
(Form A and Form B)

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May, 1980

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SPEECH IN THE CLASSROOM:

ASSESSMENT INSTRUMENTS

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STATEMENT OF PURPOSE

Speech in the Classroom: Assessment Instruments has been developed for use by the classroom teacher. The information obtained from this packet of speech surveys can assist the classroom teacher in creating an instructional program that provides oral/aural language experiences for students that will help them become literate members of a democratic society.

The "Koziol-Cercone Assessment of Speaking Skills" provides classroom teachers with an assessment instrument that will enable them to make judgments about a student's ability to orally communicate the content of a message.

The "Koziol-Cercone Inventory of Classroom Speaking Experiences" alerts classroom teachers to instructional strategies that involve students in oral communication experiences while the "Koziol-Cercone Survey of Attitudes Toward Classroom Speaking Situations" provides teachers with the means for an enhanced understanding of students' feelings about participating in oral activities.

Specific uses of The Assessment Instrument are as follows:

1. Assessment of student competence in communicating the content of a message.

2. Comparison of attitudes toward classroom speaking situations with student competence in speaking.

3. Comparison of the positive and negative attitudes toward classroom speaking situations among students and classes.

4. Comparison of student and teacher perceptions of frequency of participation in classroom speaking situations.

5. Comparison of student and teacher preceptions of frequency of participation with student competence in speaking.

6. Comparison of the perceived frequency of participation in classroom speaking situations and attitudes toward speaking situations.

Speech in the Classroom: Assessment Instruments has been developed as a component of the PCRP/Title I Effectiveness Study supported by the Bureau of Curriculum Services of the Pennsylvania Department of Education. Appreciation is extended to the following who provided encouragement and advice: William Dallam, Ben Berner, Helen McLain, John Meehan, Thomas Mullikin of the Bureau of Curriculum Services; Grace Laverty of the Bureau of Research and Evaluation.

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DIRECTIONS FOR INSTRUMENT ADMINISTRATION

1. KOZIOL-CERCONE ASSESSMENT OF SPEAKING SKILLS.

This is a test of the student's ability to communicate a message orally. The test is administered on a one-to-one basis -- i.e., teacher or tester and one child. The tester should have more than one stimulus photograph or picture available at the testing station. The tester should also make an effort to select pictures that are reasonably related to the lives and experiential backgrounds of the children to be tested. Before starting the test, the child should identify which picture he or she will be using as part of the test. Additional directions are provided on page 3.

2. KOZIOL-CERCONE INVENTORY OF CLASSROOM SPEAKING EXPERIENCES

The assessment instrument package includes a student form and a teacher form at two levels of complexity. Student Form A is intended for use with children in grade one through grade six. The items in Teacher Form A parallel the items included on the students' form. Student Form B is intended for use with children in grade four through grade twelve. Once again, the items in Teacher Form B parallel the items on the students' form.

The student forms can be used for individual or group administration -- i.e., with the class as a whole. The teacher or tester should select the level of complexity appropriate for the abilities of the students. If there is any question about whether children in the class can read and understand the directions, the tester should read the directions aloud and explain any ambiguous or unclear points. If there is also doubt about whether some of the children can read the test items accurately, the tester can read aloud the test items as well. However, children should mark their response sheets themselves.

Teachers should complete the teacher form parallel to the form used by the students. It is recommended that teachers complete the instrument before administering the test to their students. In any case, they should complete the instrument before looking at any students' responses.

3. KOZIOL-CERCONE SURVEY OF ATTITUDES TOWARD CLASSROOM SPEECH ACTIVITIES

This assessment instrument includes two forms: Form A, intended for use with children in grade one through grade six, and Form B, intended for use with children in grade four through grade twelve. The instrument can be used for individual or group administration. If there is any doubt about children's abilities to read and understand the directions or the test items, the teachers should read these aloud. However, children should mark their response sheets themselves.

KOZIOL-CERCONE ASSESSMENT OF SPEAKING SKILLS

PENNSYLVANIA DEPARTMENT OF EDUCATION, 1980

STIMULUS MATERIAL: A photograph or picture showing some kind of action scene with one or two characters, preferably at least one of which is about the age of the student being evaluated.

SETTING: An evaluator and one student, seated side by side.

DIRECTIONS: The evaluator at this point in the interview says to the student: "Look at this picture. Take a minute or so to think up a story that would include this scene. Make sure that your story has a clear beginning point, a clear ending point or resolution, and includes the scene in the picture. Are you ready?"

CRITERIA FOR EVALUATION:

0 = Lack of a response or a response in no way related to the task.

1 = The student talks about the picture but does not really tell a story. The statements are brief and the details are disjointed and without apparent organization. The student has apparent difficulties with both enunciation and fluency -- i.e., the talk is often hesitant, there is little animation, and it is often indistinct and inaudible.

2 = The student attempts to tell a story including the scene from the picture but the details are disjointed; there is no clear beginning point or resolution and there is little evidence of sequence or oganization. The student has some difficulties with enunciation and/or fluency -- i.e., there are times the talk is hesitant, there is seldom any animation, and the talk is at times indistinct and/or inaudible.

3 = The student does tell a story including the scene with the picture and there is a definite beginning point and resolution. However, there are also some irrelevant details. The student has few difficulties with enunciation or fluency -- i.e., the talk is generally animated and with few hesitations, it is audible, and the voice is generally clear and distinct.

4 = The student incorporates the picture scene in an organized and sequential story with a definite beginning and resolution. The student has no apparent difficulties with enunciation or fluency -- i.e., the talk is appropriately animated and has no obvious hesitation; the voice is audible, clear, and distinct.

Suggested Statement for Closing Interview. (It is appropriate for the evaluator to make some closing remark at the end of the interview):

1. Thank you for sharing your story.

2. I felt that way once and I understand how your feel.

3. I was pleased to hear what you had to say.

4. Etc.

CLASS
EVALUATOR'S RESPONSE FORM
FOR THE
KOZIOL-CERCONE ASSESSMENT OF SPEAKING SKILLS

PENNSYLVANIA DEPARTMENT OF EDUCATION 1980

DIRECTIONS:

1. The evaluator will assess student speaking skills using the criteria for evaluation provided and record score on this sheet.

2. Students may be referred to the school principal if the evaluator feels it is necessary for the student to receive some special help with speaking in the future.

STUDENT'S NAME OR CLASS NUMBER	0	1	2	3	4	EVALUATOR'S COMMENTS OR REFERRALS
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

CLASS AVERAGE _____

K-CISA 1
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KOZIOL-CERCONE INVENTORY OF CLASSROOM SPEAKING EXPERIENCES

STUDENT FORM A

PENNSYLVANIA DEPARTMENT OF EDUCATION 1980

NAME _____ GRADE ____ DATE _____

DIRECTIONS: We would like to know how often you personally have the opportunity to participate in different kinds of speaking experiences in your school. Please place a check in the appropriate box next to each kind of speaking experience which best describes how often you usually get to do this each year.

0 = No. I didn't do this.
1 = At least once during the year.
2 = At least three or four times during the year.
3 = Quite a lot, many times during the year.

	0 Never	1 Once	2 3 or 4 Times	3 Many Times
1. I read aloud from our school books.				
2. I read aloud things that I have written.				
3. I read aloud parts from plays or skits.				
4. I read aloud stories or poems that I like.				
5. I read aloud questions or answers from dittos or workbooks.				
6. I share my ideas when we are having a discussion in class.				
7. I share my ideas when we have discussions in small groups.				
8. I give talks about things I have done or that have happened to me.				
9. I give talks about places I have been.				
10. I give talks about things I have or that belong to our family.				

KOZIOL-CERCONE INVENTORY OF CLASSROOM SPEAKING EXPERIENCES
STUDENT FORM A

	0	1	2	3
	Never	Once	3 or 4 Times	Many Times
11. I give talks on things that I have studied about on my own.				
12. I recite things that I have learned by heart.				
13. I take part in class debates.				
14. I take parts in plays or skits.				
15. I take part in choral or group reading aloud activities.				

KCITA 1
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KOZIOL-CERCONE INVENTORY OF CLASSROOM SPEAKING EXPERIENCES

TEACHER FORM A

PENNSYLVANIA DEPARTMENT OF EDUCATION 1980

NAME _____ GRADE _____ DATE _____

DIRECTIONS: We would like you to describe the extent to which you incorporate a variety of speaking experiences for your students as part of your regular program. Please place a check in the appropriate box next to each statement which best describes how often each year you usually have students in your class engage in each of the speech activities listed.

0 = No. They didn't do this.
1 = At least once during the year.
2 = At least three or four times during the year.
3 = Quite a lot, many times during the year

	0 Never	1 Once	2 3 or 4 Times	3 Many Times
1. The students read aloud from our school books.				
2. The students read aloud things they have written.				
3. The students read aloud parts from plays or skits.				
4. The students read aloud stories or poems that they like.				
5. The students read aloud questions or answers from dittos or workbooks.				
6. I have the students share their ideas when we are having a discussion in class.				
7. I have the students share their ideas when we have discussions in small groups.				
8. I have the students give talks about things they have done or that have happened to them.				

KOZIOL-CERCONE INVENTORY OF CLASSROOM SPEAKING EXPERIENCES
TEACHER FORM A

	0 Never	1 Once	2 3 or 4 Times	3 Many Times
9. I have the students give talks about places they have been.				
10. I have the students give talks about things they have or that belong to their family.				
11. I have the students give talks on things they have studied about on their own.				
12. I have the students recite things they have learned by heart.				
13. I have the students take part in class debates.				
14. I have the students take parts in plays or skits.				
15. I have the students take part in choral or group reading aloud activities.				

ORGANIZATIONAL KEY
FOR THE
KOZIOL-CERCONE INVENTORY OF CLASSROOM SPEAKING EXPERIENCES

PENNSYLVANIA DEPARTMENT OF EDUCATION 1980

A. READING ALOUD - Items 1 - 5

B. DISCUSSION PARTICIPATION - Items 6 - 7

C. GIVING TALKS - Items 8 - 11

D. STRUCTURED ACTIVITIES - Items 12 - 15

CLASS TALLY FORM
FOR THE
KOZIOL-CERCONE INVENTORY OF CLASSROOM SPEAKING EXPERIENCES: FORM A

PENNSYLVANIA DEPARTMENT OF EDUCATION 1980

This inventory shows how frequently students believe they participate in a particular type of activity.

DIRECTIONS: The evaluator may score this inventory by category of items totally at the same time for each student and for the whole class. Record the total number of each type of response in the appropriate box.

Category A Reading Aloud - Items 1-5
Category B Discussion Participation - Items 6-7
Category C Giving Talks - Items 8-11
Category D Structured Activities - Items 12-15

STUDENT'S NAME OR CLASS NUMBER	RESPONSE	ITEM CATEGORIES				TOTAL
		A	B	C	D	
1.	Never (0)					
	Once (1)					
	3/4 times (2)					
	Many times (3)					
2.	Never (0)					
	Once (1)					
	3/4 times (2)					
	Many times (3)					
3.	Never (0)					
	Once (1)					
	3/4 times (2)					
	Many times (3)					
4.	Never (0)					
	Once (1)					
	3/4 times (2)					
	Many times (3)					

KCISB 1
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KOZIOL-CERCONE INVENTORY OF CLASSROOM SPEAKING EXPERIENCES

STUDENT FORM B

PENNSYLVANIA DEPARTMENT OF EDUCATION 1980

NAME _____ GRADE _____ DATE _____

DIRECTIONS: We would like to know how often you personally have the opportunity to participate in different kinds of speaking experiences in your school. Please place a check in the appropriate box next to each kind of speaking experience which best describes how often you usually get to do this each year.

N = Never -- Means that you usually do not have an opportunity to do this kind of activity.

I = Infrequently -- Means that you usually get to do this at least once a year but not more than 3 or 4 times a year.

S = Sometimes -- Means that you usually get to do this from 5 to 10 times each year.

F = Frequently -- Means that you usually get to do this at least 10 times or more each year.

	N	I	S	F
1. I read aloud sections from stories or poems in our school text.				
2. I read aloud reports or compositions that I have written.				
3. I read aloud speeches written by other people.				
4. I read aloud parts or roles in a play.				
5. I read aloud questions or answers on worksheets or tests.				
6. I participate when the teacher is leading a discussion with the whole class.				
7. I participate as a member in small group discussion activities.				
8. I get to be leader for whole-class or small-group discussion activities.				
9. I give oral reports on topics that I have researched or studied outside of class.				
10. I give oral reports on special topics that I have studied in class.				
11. I give improvised or impromptu speeches on topics assigned by the teacher.				

KOZIOL-CERCONE INVENTORY OF CLASSROOM SPEAKING EXPERIENCES - STUDENT FORM B

(N= Never; I = Infrequently; S = Sometimes; F = Frequently)

	N	I	S	F
12. I give prepared or memorized speeches in class.				
13. I prepare and do dramatic or expressive readings of stories or poems for others in the class.				
14. I participate in individual or group "story telling" activities.				
15. I participate with other students in reader's theatre presentations.				
16. Together with other students, I participate in choral speaking activities related to literature selections.				
17. I take part in organized debates with other students.				
18. I take part in panel or group presentations in front of the class.				
19. I take part in question and answer sessions that follow any classroom presentations or programs.				
20. I take part in formal in-class interview situations.				
21. I act out parts from plays in school texts.				
22. I memorize parts from plays for performance in school.				
23. I act out parts from plays that I have written or that have been written by other students.				
24. I act out roles in improvised or impromptu scenes from literature we are studying.				
25. I act out roles in improvised or impromptu situations related to important issues or problems.				

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KOZIOL-CERCONE INVENTORY OF CLASSROOM SPEAKING EXPERIENCES

TEACHER FORM B

PENNSYLVANIA DEPARTMENT OF EDUCATION 1980

NAME _____ GRADE _____ DATE _____

DIRECTIONS: We would like you to describe the extent to which you incorporate a variety of speaking experiences for your students as part of your regular program. Please place a check in the appropriate box next to each statement which best describes how often each year you usually have students in your class engage in each of the speech activities listed.

N = Never -- means that you usually do not include this kind of experience as part of your program.

I = Infrequently -- means that you usually include this kind of experience in your program at least once during the year but not more than 3 or 4 times.

S = Sometimes -- means that you usually include this kind of experience in your program from 5 to 10 times each year.

F = Frequently -- means that you usually include this kind of experience in your program at least 10 times a year or more often.

	N	I	S	F
1. I have students read aloud sections from stories or poems in our school text.				
2. I have students read aloud reports or compositions that they have written.				
3. I have students read aloud speeches written by other people.				
4. I have students read aloud parts or roles in a play.				
5. I have students read aloud questions or answers on worksheets or tests.				
6. I have students participate when I am leading a discussion with the whole class.				
7. I have students participate as members in small group discussion activities.				
8. I have students be leaders for whole-class or small-group discussion activities.				
9. I have students give oral reports on topics that they have researched or studied outside of class.				
10. I have students give oral reports on special topics that they have studied in class.				
11. I have students give improvised or impromptu speeches on topics assigned to them.				

KOZIOL-CERCONE INVENTORY OF CLASSROOM SPEAKING EXPERIENCES --
TEACHER FORM B

(N = Never; I = Infrequently; S = Sometimes; F - Frequently)

	N	I	S	F
12. I have students give prepared or memorized speeches in class.				
13. I have students prepare and do dramatic or expressive readings of stories or poems for others in the class.				
14. I have students participate in individual or group "story telling" activities.				
15. I have students participate with other students in reader's theatre presentations.				
16. I have students participate in choral speaking activities related to literature selections.				
17. I have students take part in organized debates.				
18. I have students take part in panel or group presentations in front of the class				
19. I have students take part in question and answer sessions that follow classroom presentations or programs.				
20. I have students take part in formal in-class interview situations.				
21. I have students act out parts from plays in school texts.				
22. I have students memorize parts from plays for performance in school.				
23. I have students act out parts from plays that have been written.				
24. I have students act out roles in improvised or impromptu scenes from literature we are studying.				
25. I have students act out roles in improvised or impromptu situations related to important issues or problems.				

ORGANIZATIONAL KEY
FOR THE
KOZIOL-CERCONE INVENTORY OF CLASSROOM SPEAKING EXPERIENCES: FORM B

PENNSYLVANIA DEPARTMENT OF EDUCATION 1980

A. READING ALOUD - Items 1-5

B. DISCUSSION PARTICIPATION - Items 6-8

C. REPORTS/ORAL PRESENTATIONS - Items 9-12

D. ORAL INTERPRETATIONS OF LITERATURE - Items 13-16

E. DEBATE/PANEL PARTICIPATION - Items 17-20

F. DRAMATIZING - Items 21-25

CLASS TALLY FORM
FOR THE
KOZIOL-CERCONE INVENTORY OF CLASSROOM SPEAKING EXPERIENCES: FORM B

PENNSYLVANIA DEPARTMENT OF EDUCATION 1980

This inventory shows how frequently students believe they participate in a particular type of activity.

DIRECTIONS: The evaluator may score this inventory by category of items totally at the same time for each student and for the whole class. Record the total number of each type of response in the appropriate box.

Category A Reading Aloud - Items 1-5
Category B Discussion Participation - Items 6-8
Category C Reports/Oral Presentations - Items 9-12
Category D Oral Interpretations of Literature - Items 13-16
Category E Debate/Panel Participation - Items 17-20
Category F Dramatizing Items - Items 21-25

STUDENT'S NAME OR CLASS NUMBER	RESPONSE	ITEM CATEGORIES						TOTAL
		A	B	C	D	E	F	
1.	N							
	I							
	S							
	F							
2.	N							
	I							
	S							
	F							
3.	N							
	I							
	S							
	F							
4.	N							
	I							
	S							
	F							

KOZIOL-CERCONE SURVEY OF ATTITUDES
TOWARD CLASSROOM SPEECH SITUATIONS: FORM A

PENNSYLVANIA DEPARTMENT OF EDUCATION 1980

DIRECTIONS: Below are a series of statements about your participation in speech activities in school. There are no right or wrong answers to these statements. Please show how each statement applies to how you feel. Show by checking the box that states "Yes that's true," "I'm not sure" or "No, that's not true." Take your time and try to be as honest as possible.

	Yes That's True	I'm Not Sure	No, That's Not True
1. I like to read aloud in class.			
2. I think it's easy to give talks to my class.			
3. I'm often afraid to say things in class.			
4. I don't like to get grades for oral work in class.			
5. I feel good about giving talks to my class.			
6. I can't seem to say what I think during class oral work.			
7. I don't like to give talks in class.			
8. I think acting in plays or skits is fun.			
9. I think it's hard to give talks to my class.			
10. I like to get grades for the oral work we do in class.			
11. I can't give talks in class very well.			
12. I like to talk during class discussions.			

SCORING GUIDE FOR THE KOZIOL-CERCONE
SURVEY OF ATTITUDES TOWARD CLASSROOM SPEECH SITUATIONS: FORM A

PENNSYLVANIA DEPARTMENT OF EDUCATION 1980

To obtain the Koziol-Cercone Survey of Attitudes Toward Classroom Speech Situations score:

1. Examine the student's response sheet. If any item responses are omitted, record a middle score of 1 for that item.

2. Calculate the sum for the responses on the 6 positive items. These items are: 1, 2, 5, 8, 10 and 12. The range for the total sum is from 0 to 12.

3. Calculate the sum for the responses on the 6 negative items. These items are 3, 4, 6, 7, 9 and 11. The range for the total sum is also from 0 to 12.

4. Finally, calculate the Koziol-Cercone Survey of Attitudes Toward Classroom Speech Situations score as follows:

12 + Sum for Positive items (Step 2) - Sum for Negative items (Step 3) = Koziol-Cercone Survey of Attitudes Toward Classroom Speech Situations Score.

RANGE OF THE KOZIOL-CERCONE SURVEY OF ATTITUDES TOWARD CLASSROOM SPEECH SITUATIONS SCORE IS 0 TO 24. THE HIGHER THE SCORE, THE MORE POSITIVE THE STUDENT"S ATTITUDE ABOUT CLASSROOM SPEECH SITUATIONS.

POSITIVE ITEM SCORING KEY
FOR THE
KOZIOL-CERCONE SURVEY OF ATTITUDES
TOWARD CLASSROOM SPEAKING EXPERIENCES: FORM A

PENNSYLVANIA DEPARTMENT OF EDUCATION 1980

DIRECTIONS:

1. Cut out panels where indicated and place over response sheet. These are the positive items.

2. Add together the numbers of the response column where the check appears for each positive item.

   (i.e., item (1) 2, item (2) 2, item (5) 1 = 5)

3. Record the total for all six positive items in the appropriate place on the class tally sheet and on the line below.

Total Score for Positive Items

_____

	2	1	0
ITEM NO.	YES, THAT'S	I'M NOT SURE	NO, THAT'S NOT TRUE
1	C U	T O	U T
2	C U	T O	U T
3			
4			
5	C U	T O	U T
6			
7			
8	C U	T O	U T
9			
10	C U	T O	U T
11			
12	C U	T O	U T

NEGATIVE ITEM SCORING KEY
FOR THE
KOZIOL-CERCONE SURVEY OF ATTITUDES
TOWARD CLASSROOM SPEAKING EXPERIENCES: FORM A

PENNSYLVANIA DEPARTMENT OF EDUCATION 1980

DIRECTIONS:

1. Cut out the panels where indicated and place over response sheet. These are the negative items.

2. Add together the numbers of the response column where the check appears for each item.

   (i.e., item (3) 2, item (4) 1, item (6) 1, = 4)

3. Record the total for all six negative items in the appropriate place on the class tally sheet and on the line below.

Total Score for Negative Items

_____

	2	1	0
ITEM NO.	YES, THAT'S TRUE	I'M NOT SURE	NO, THAT'S NOT TRUE
1			
2			
3	C U T	O U T	
4	C U T	O U T	
5			
6	C U T	O U T	
7	C U T	O U T	
8			
9	C U T	O U T	
10			
11	C U T	O U T	
12			

CLASS TALLY SHEET
FOR THE
KOZIOL-CERCONE SURVEY OF ATTITUDES
TOWARD CLASSROOM SPEAKING EXPERIENCES: FORM A

PENNSYLVANIA DEPARTMENT OF EDUCATION 1980

Scoring Formula: 12 + Sum for Positive items − Sum for Negative items = Koziol-Cercone Survey of Attitudes Toward Classroom Speaking Experiences Score

STUDENT'S NAME OR CLASS NUMBER	BASE	SUM FOR POSITIVE ITEMS	SUM FOR NEGATIVE ITEMS	TOTAL SCORE
1.	12			
2.	12			
3.	12			
4.	12			
5.	12			
6.	12			
7.	12			
8.	12			
9.	12			
10.	12			
11.	12			
12.	12			
13.	12			
14.	12			
15.	12			
16.	12			
17.	12			
18.	12			
19.	12			
20.	12			
21.	12			

21

CLASS AVERAGE _____

KOZIOL-CERCONE SURVEY OF ATTITUDES
TOWARD CLASSROOM SPEECH SITUATIONS: FORM B

PENNSYLVANIA DEPARTMENT OF EDUCATION 1980

DIRECTIONS: Below are a series of statements about your participation in speech activities in school. There are no right or wrong answers to these statements. Please show how each statement applies to how you feel. Show by checking whether you (1) strongly disagree, (2) disagree, (3) agree, (4) strongly agree with the statements. Take your time and try to be as honest as possible.

	Strongly disagree	Disagree	Agree	Strongly Agree
	1	2	3	4
1. I try to avoid participating in speech activities in the classroom.				
2. I have no fear of being graded during speech activities.				
3. I look forward to expressing myself orally in class.				
4. People seem to be interested in what I have to say.				
5. Having to participate in speech activities is a very frightening experience				
6. Giving an oral presentation makes me feel good.				
7. My mind seems to go blank when I start to say something in class.				
8. I do not think I do as well in speech activities as other people do.				
9. I like to express my ideas orally to others.				
10. I feel confident about my ability to express myself orally in class.				
11. I like to have my friends hear what I have to say.				
12. I am nervous about saying something in class.				
13. I enjoy participating in discussions in the classroom.				
14. I never seem able to express my ideas orally in class.				
15. Participating in speech activities is a lot of fun.				
16. I expect to do poorly in speech activities even before I enter them.				
17. I have a terrible time putting together my thoughts in oral activities.				
18. It is easy for me to participate in oral activities in the classroom.				
19. I do not like my speech work to be graded.				
20. I am no good at speech work.				

SCORING GUIDE FOR THE KOZIOL-CERCONE
SURVEY OF ATTITUDES TOWARD CLASSROOM SPEECH SITUATIONS: FORM B

PENNSYLVANIA DEPARTMENT OF EDUCATION 1980

To obtain the Koziol-Cercone Survey of Attitudes Toward Classroom Speech Situations score:

1. Examine the student's response sheet. If any item responses are omitted, record a middle score of 2.5 for that item.

2. Calculate the sum for the responses on the 10 positive items. These items are: 2, 3, 4, 6, 9, 10, 11, 13, 15, and 18. The range for the total sum is from 10 to 40.

3. Calculate the sum for the responses on the 10 negative items. These items are: 1, 5, 7, 8, 12, 14, 16, 17, 19, and 20. The range for the total sum is also from 10 to 40.

4. Finally, calculate the Koziol-Cercone Survey of Attitudes Toward Classroom Speech Situations score as follows:

40 + Sum for Positive items (Step 2) - Sum for Negative items (Step 3) = Koziol-Cercone Survey of Attitudes toward Classroom Speech Situations Score.

RANGE OF THE KOZIOL-CERCONE SURVEY OF ATTITUDES TOWARD CLASSROOM SPEECH SITUATIONS SCORE IS 10-70. THE HIGHER THE SCORE, THE MORE POSITIVE THE STUDENT"S ATTITUDE ABOUT CLASSROOM SPEECH SITUATIONS.

In designing this attitude measure, the authors are indebted to the extensive work on the measurement of personal apprehension in communication situations conducted by J. A. Daly and M. D. Miller during the past decade.

POSITIVE ITEM SCORING KEY
FOR THE
KOZIOL-CERCONE SURVEY OF ATTITUDES
TOWARD CLASSROOM SPEAKING EXPERIENCES: FORM B

PENNSYLVANIA DEPARTMENT OF EDUCATION 1980

DIRECTIONS:

1. Cut out panels where indicated and place over response sheet. These are the positive items.

2. Add together the numbers of the response column where the check appears for each positive item.

   (i.e., item (3) 4, item (4) 2, item (5) 3 = 9)

3. Record the total for all ten positive items in the appropriate place on the class tally sheet and on the line below.

Total Score for Positive Items

_____

ITEM NO.	1	2	3	4		
1.						
2.	C	U	T	O	U	T
3.	C	U	T	O	U	T
4.	C	U	T	O	U	T
5.						
6.	C	U	T	O	U	T
7.						
8.						
9.	C	U	T	O	U	T
10.	C	U	T	O	U	T
11.	C	U	T	O	U	T
12.						
13.	C	U	T	O	U	T
14.						
15.	C	U	T	O	U	T
16.						
17.						
18.	C	U	T	O	U	T
19.						
20.						

NEGATIVE ITEM SCORING KEY
FOR THE
KOZIOL-CERCONE SURVEY OF ATTITUDES
TOWARD CLASSROOM SPEAKING EXPERIENCES: FORM B

PENNSYLVANIA DEPARTMENT OF EDUCATION 1980

DIRECTIONS:

1. Cut out the panels where indicated and place over response sheet. These are the negative items.

2. Add together the numbers of the response column where the check appreas for each item.

   (i.e., item (1) 2, item (5) 1, item (7) 3, = 6)

3. Record the total for all ten negative items in the appropriate place on the class tally sheet and on the line below.

Total Score for Negative Items

_____

ITEM NO.	1	2	3	4	
1.	C	U	T	O	U	T
2.					
3.					
4.					
5.	C	U	T	O	U	T
6.					
7.	C	U	T	O	U	T
8.	C	U	T	O	U	T
9.					
10.					
11.					
12.	C	U	T	O	U	T
13.					
14.	C	U	T	O	U	T
15.					
16.	C	U	T	O	U	T
17.	C	U	T	O	U	T
18.					
19.	C	U	T	O	U	T
20.	C	U	T	O	U	T

Working Copy

CLASS TALLY SHEET
FOR THE
KOZIOL-CERCONE SURVEY OF ATTITUDES
TOWARD CLASSROOM SPEAKING EXPERIENCES: FORM B

PENNSYLVANIA DEPARTMENT OF EDUCATION 1980

Scoring Formula: 40 + Sum for Positive Items − Sum for Negative Items = Koziol-Cercone Survey of Attitudes Toward Classroom Speaking Experiences Score

STUDENT'S NAME OR CLASS NUMBER	BASE	SUM FOR POSITIVE ITEMS	SUM FOR NEGATIVE ITEMS	TOTAL SCORE
1.	40			
2.	40			
3.	40			
4.	40			
5.	40			
6.	40			
7.	40			
8.	40			
9.	40			
10.	40			
11.	40			
12.	40			
13.	40			
14.	40			
15.	40			
16.	40			
17.	40			
18.	40			
19.	40			
20.	40			
21.	40			

26.

CLASS AVERAGE _____

REACTION FORM

The Pennsylvania Department of Education and the authors of Speech in the Classroom: Assessment Instruments would appreciate your evaluation of this speech survey packet.

Please indicate instruments used:

___ Koziol-Cercone Assessment of Speaking Skills
___ Koziol-Cercone Inventory of Classroom Speaking Experiences: Form A
___ Koziol-Cercone Inventory of Classroom Speaking Experiences: Form B
___ Koziol-Cercone Survey of Attitudes Toward Classroom Speech Situations: Form A
___ Koziol-Cercone Survey of Attitudes Toward Classroom Speech Situations: Form B

	GOOD	FAIR	POOR	COMMENTS
1. Quality of information obtained by using these forms.				
2. Readability for students.				
3. Clarity of instructions.				
4. Clarity of scoring keys.				
5. Adequacy of tally sheets.				

Name of Reactor:_____ Grade Level_____

School District:_____ I.U.#_____

Address:_____ Telephone #_____

Please make any suggestions for change that you think worthwhile.

You may attach any pictures or displays you feel appropriate to this situation.

PLEASE RETURN TO: Evelyn W. Miller - Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126